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Education: A Survey of Tendencies. By A. M. WILLIAMS, M.A. Glasgow: James Maclehase & Sons, 1912. Pp. ix+225. 3s. net.

Education is here considered "as the story of man's attempt to ascertain what is of value and how to relate this to the child's mind." The author asserts that "it is of supreme importance that ratepayers form some just conception of what education means, what it can and what it cannot do, and how it can be carried on. Unless they realize that education is the foundation of every state, they will be indifferent to it and they will grudge to pay for it. This book has been written in order to show the need of education to a true national life and its claims upon the interest and support of citizens."

Books on education are usually by the teacher and for the teacher. It is interesting to find one which reads right along and has the intention of revealing to Everyman what is the school system he is expected to support. It will profit the teacher to read the book.

It is strange someone in America has not thought to render a similar service to American citizens by presenting to them the general educational movement in relation to the school system.

The Social Composition of the Teaching Population. By LOTUS DELTA COFFMAN, PH.D.

Two Types of Rural Schools with Some Facts Showing Economic and Social Conditions. By ERNEST BARNHAM, PH.D.

Teachers College, Columbia University Contributions to Education. Nos. 41 and 51.

Dr. Coffman divides his field into two sections: (1) Group Relationships, including age of beginning, the true age of teachers, years of service, training of teachers beyond the elementary school and salaries; (2) Socio-economic Background, including parentage of teachers, nativity, income, family conditions, size of family, and occupation of parents.

The problems discussed in six pages at the close are: Feminization, Salaries, Pensions, Training before Service, Training in Service, A Craft Spirit and An Aroused Public Conscience.

Twenty-two states contribute material—the range is from New Hampshire and Maryland to Texas and Montana; 5,215 answers to a questionnaire sent out were used—1,178 from men, 4,037 from women.

The problems to which the author wishes to direct attention are illustrated in the sketch given of the typical American teacher of each sex. Following is a part of that of the male. "The typical American male public-school teacher, assuming that he can be described in terms of the medians previously referred to, but remembering that a median is a point about which individuals vary and that our hypothetical individual is as likely to be below as above it, is twenty-nine years of age, having begun teaching when he was almost twenty